R E P O R T R E S U M E S

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ASSOCIATE IN APPLIED SCIENCE IN NURSING.
MILWAUKEE INSTITUTE OF TECHNOLOGY, WIS.

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THE PROGRAM FOR ESTABLISHING AN ASSOCIATE IN APPLIED SCIENCE DEGREE IN NURSING AT THE MILWAUKEE INSTITUTE OF TECHNOLOGY IS DESCRIBED. INFORMATION COVERS--(1) REASONS FOR ESTABLISHING THE PROGRAM, (2) THE NEED FOR ADDITIONAL PROGRAMS IN NURSING, (3) CHARACTERISTICS, ADVANTAGES, AND GENERAL PHILOSOPHY OF ASSOCIATE DEGREE PROGRAMS, (3) THE PHILOSOPHY AND OBJECTIVES OF THE INSTITUTE AND ITS NURSING FACULTY, (5) THE COMPOSITION, POWERS, DUTIES, AND RESPONSIBILITIES OF THE GOVERNMENTAL BODY OF THE SCHOOL, (6) PERSONNEL POLICIES, (7) FACULTY QUALIFICATIONS AND DUTIES, (8) ADMISSION REQUIREMENTS, (9) TUITION, (10) RECRUITMENT, (11) SCHOLARSHIP, (12) HEALTH AND WELFARE, (13) APPLICATION PROCEDURES, (14) OTHER STUDENT INFORMATION, (15) THE PROPOSED CURRICULUM FOR 1965-66, AND (16) COURSE DESCRIPTIONS. (PS)

ED017630

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Milwaukee Institute of Technology

ASSOCIATE IN APPLIED SCIENCE PROGRAM IN NURSING

VT000678

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Milwaukee Institute of Technology

Department of Nursing

Associate in Applied Science in Nursing

A PRESENTATION OF THE ASSOCIATE DEGREE PROGRAM IN NURSING TO THE WISCONSIN STATE BOARD OF NURSING FOR ACCREDITATION

The Nursing Faculty of the Milwaukee Institute of Technology, concerned with the Associate in Applied Science in Nursing Program, hereby presents to the Wisconsin State Board of Nursing for their consideration and accreditation the following program for the establishment of the first Wisconsin Associate in Applied Science in Nursing Program.

It is the belief of the Nursing Faculty that such a program will help meet the needs of the community for additional, well-prepared, beginning staff nurses; furthermore, the Nursing Faculty believes that ever-increasing demands of society for educated, socially adjusted individuals will also be met by the graduates of this program.

In the preparation of the curriculum, the Faculty used the Wisconsin Administrative Code, Rules of Wisconsin State Board of Nursing - N 2.06 (5) curriculum, which states, "College or university programs may deviate from the minimum curriculum with the prior written approval of the board".

The principles of nursing science and arts designated as "components" in the Code are included in the basic curriculum of this program.

The Wisconsin State Department of Nurses, through their appointed representative, has been consulted frequently in the planning of this program.

The Nursing Faculty of the Milwaukee Institute of Technology wishes to thank the Wisconsin State Department of Nurses and their appointed representative for the time spent and the interest expressed during this year of planning.

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Associate in Applied Science in Nursing

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Associate in Applied Science in Nursing

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Associate Degree Programs, General Information

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Wisconsin Administrative Code

Milwaukee Institute of Technology

Department of Nursing

Associate in Applied Science in Nursing

SECTION I

MIT Purpose

The Milwaukee Institute of Technology was established in 1951, as a school within the Milwaukee Vocational School system, with the primary purpose of meeting the demands for post-high school education in the technical field. Specifically, it offers two-year courses for high school graduates leading either to an Associate in Arts or Associate in Applied Science degree.

Accreditation of MIT

In 1959, the Institute obtained accreditation from the North Central Association of Colleges and Secondary Schools for its offerings of college-level, two-year programs. The Institute is also a member of the American Association of Junior Colleges and The American Council on Education.

Reasons for Establishment of A.D.N. Program

As early as 1955, there was a recommendation made by the "Wisconsin Commission to Develop a State-wide Plan for Nursing Education" to establish an associate degree program in nursing in order to help meet the need for professional nurses in the community.

Early in the school year of 1962-63, several interested persons independently approached the Milwaukee Institute of Technology's Director to see if such a program could be initiated. After extensive study of this type of nursing education, it was the combined opinion of the Director and the Nursing Faculty that this program could and should be offered by the Milwaukee Institute of Technology. Consequently, a coordinator, with previous experience in developing and introducing this type of program, was obtained and the specific need for the program was investigated.

Method of Establishing Needs of A.D.N. Program

Several methods were used to determine the existence and the extent of the need for an associate degree program in nursing, and the population from which the students would be drawn. First, independent surveys were done by the Nursing Faculty; and second, material and statistics were taken from studies made by the Wisconsin Nurses Association. The American Nurses Association, National League of Nursing, and the Report to the Surgeon General, "Toward Quality in Nursing, Needs and Goals".

The Need for a New Program in Nursing

The studies show a need for more professional nurses in the Milwaukee area. One study made by the Wisconsin State Nurses Association in 1962 indicated that although there were nearly 5,000 nurses in the Greater Milwaukee Area, there were 459 vacancies in the 56 reporting hospitals out of a possible 2,084 positions. This is a 22% vacancy. However, the figure included practical nurses.

At present, there are six diploma schools of nursing in the Milwaukee County Area. In September of 1964, each of these six schools admitted a capacity, or near capacity, freshman class totaling 344 students, and from 49% to 75% of the students in these schools were from outside the Greater Milwaukee Area. It is a known fact that following graduation, many of these out-of-city students will leave the Milwaukee Area. One of the advantages of a junior college program is that its student population is largely drawn from the local community. Experience indicates that those educated by the Milwaukee Institute of Technology remain and are employed in the Greater Milwaukee Area.

The Report to the Surgeon General, "Toward Quality in Nursing, Needs and Goals", states that the nation will need 850,000 professional nurses including 300,000 with academic degrees by 1970. One of the goals suggested by the committee to the Surgeon General is to prepare 4,000 new graduates in associate degree programs in nursing. At the present time, Wisconsin has 18 (diploma) hospital programs, four baccalaureate programs, but no associate degree programs.

Resources for Development of Curricula

In the evolution of the philosophy, objectives, curricula, teaching methods, selection of clinical facilities, etc., the faculty was supported in its beliefs by the resource material listed in the attached bibliography.

General Characteristics of A.D.N. Program

The associate degree nursing program has the following characteristics:

1. It is college-controlled and financed.

2. All of the faculty is selected, appointed, and paid by the college.

3. All students must meet the general collegiate entrance requirements, plus special requirements for nursing.

General Characteristics of A.D.N. Program (continued)

4. The Institute provides the same quality of instruction in nursing as in all its curriculum offerings.

5. All nursing students enjoy the same status as all other college students.

6. Hospitals and Health Agencies selected for use must meet standards set by the accrediting agencies, and these are used as extended campuses with the college instructors accepting full responsibilities for the clinical laboratory experiences of the students.

At the present time, there are 104 associate degree programs in 29 states. Wisconsin has not, as yet, participated in this type of nursing program.

Advantages of A.D.N. Program

Some of the advantages of an associate degree program are:

1. The facilities for general education courses are available.

2. The program is directed by an education-centered institution.

3. There is less duplication and repetition with resultant reduction in time needed to complete a basic nursing program.

4. Low cost to student without direct cost to the patient.

5. Better student morale because of reduction in service-centered repetitive work.

Philosophy of A.D.N. Programs (General)

The educational approach to the teaching of nursing in an associate degree program is based on a curriculum which has a broad base in the humanities, social sciences, and natural sciences, in order for the student to begin to build a concept of interpersonal relationships (nurse-patient); to learn nursing principles; to develop into a mature individual who is capable of using judgment in a problem-solving, patient-centered approach to nursing care; and to meet the employment standards of today's health agencies.

Provision in the Law for Establishment of A.D.N. Program

The Wisconsin Administrative Code, Rules of Wisconsin State Board of Nursing, state the following:

N 2.06 (5) Curriculum, "College or university programs may deviate from the minimum curriculum with the prior written approval of the board".

Associate in Applied Science in Nursing

SECTION II

Philosophy of the Milwaukee Institute of Technology

Philosophy of Nursing Faculty

Objectives

- General
- Specific

Implementation of Philosophy and Objectives

Curriculum Concepts

Curriculum Evaluation

Associate in Applied Science in Nursing

SECTION II

Philosophy of MIT and Nursing Faculty

In order to formulate objectives for the Associate Degree Program in Nursing, it is necessary to state the philosophy of the Milwaukee Institute of Technology, and the philosophy of the Nursing Faculty of the school. The philosophy of the Milwaukee Board of Vocational Technical and Adult Education, as stated in the Annual Descriptive Report - 1963-64, is "The primary mission of all schools is to provide vocational and technical training which will lead toward employment, or to provide retraining which may lead to advancement or to a vocational competence in a new or different skill". It also states, "Students must be developed to their mature capacity as individuals as well as trained in the various skills, arts, crafts, and technologies ....". "The curricula which are offered in these schools provide a balance between the specialized education in the arts of the craftsman and the general education of the citizen."

Philosophy of the Faculty

The philosophy of the Nursing Faculty of the Milwaukee Institute of Technology encompasses the above and, in addition, they feel that nursing is a social institution in our American culture and is fundamentally influenced by existing and potential social and community needs. Education is a process of helping to modify the thinking, feeling, and behavior patterns of people. Nursing is based upon scientific knowledge and the understandings of the nature and needs of individuals in health and illness. Such needs encompass the physical, social, emotional, and spiritual needs of human beings. Nursing education, therefore, is the process of helping selected students to develop their aptitudes and skills in nursing and their capacity for personal and professional growth.

General Objectives

In order to fulfill the philosophy, the following objectives or aims of this program are primarily concerned with the graduate. It is expected that the graduates will meet these general objectives:

1. Meet the requirements for the State of Wisconsin registration.

2. Meet the requirements for the Milwaukee Institute of Technology for the degree of Associate in Applied Science.

3. On graduation, be prepared for beginning practitioner positions with supervision.

Faculty Objectives

The Nursing Faculty of the Milwaukee Institute of Technology conceive their objectives to be:

1. To consider, select, and promote those applicants who meet academic and personal qualifications established by the Milwaukee Institute of Technology and the Nursing Faculty, who evidence good mental and physical health, and who express a sincere desire and strong motivation to successfully pursue a course of study and contribute to registered nursing and the health needs of the community.

2. To present an educational program which will enable the nursing student to acquire a sound foundation in scientific principles which can be related to the knowledge, understanding, attitudes, and skills essential in providing nursing care as a beginning practitioner.

3. To encourage the nursing student to develop desirable personal health habits, and to urge her participation in community affairs concerned with matters of health teaching.

4. To assist the nursing student to understand the functions and responsibilities of other health disciplines in order that she may work effectively with them as a contributing member of the health team.

5. To guide the nursing student in applying principles and concepts from foundation and contributory courses towards the enrichment of her own life as a person, a citizen, and a registered nurse.

6. To assist the nursing student to become increasingly aware of the responsibilities of a registered nurse within the nursing team.

Implementation of Philosophy and Objectives

The nursing program includes courses in general education throughout two academic years and one summer school session, as well as theory and clinical practice in nursing, and will provide learning opportunities for an integration of these knowledges and for their application in meaningful situations.

The organization of the curriculum will evidence organic unity in philosophy, objectives, curriculum concept, content, and learning opportunities.

Implementation of Philosophy and Objectives (continued)

Course offerings will be influenced by the complexity of the subject matter and consideration of previous learnings, the scope of content, methods of teaching, and guided learnings that the student brings to each course; the capacities, needs and interests of the group; and the objectives that the student is expected to attain in each course.

Curriculum Concepts

Following the study of many leading Community College Associate Degree programs and after consultations with their nursing faculty, it has been shown that constant revisions within their curriculum have occurred. Nursing content in these programs has been grouped into broad areas. This broad grouping seems to adapt itself in meeting the objectives of the associate degree program. There is a flexibility in presentation of content and its subsequent application in the clinical areas. This meets the needs of the student for learning nursing care principles.

The use of nursing problems in the curriculum helps the student to focus on the interrelationship of the physical, biological, social-psychological needs of patients which makes a more meaningful basis for the organization of knowledge, by the student, than the traditional approach of learning body systems. The fact that one patient may illustrate more than one type of problem has value in stimulating the student to think of the patient as a total person. Grouping the broad areas in the curriculum encourages generalization of nursing care principles and tends to emphasize the interrelatedness of situations and experiences. This, in turn, encourages the development of judgmental ability. The experience of constantly relating the broad basic nursing problems to a specific patient, and specific problems back to broad basic ones, encourages the student to develop the ability to use theory in clinical practice and to gain a depth of understanding.

This curriculum is a patient-centered curriculum with the patient as the fundamental core. It includes:

1. Basic teaching for all students.

2. Opportunities for teachers and students to plan activities cooperatively.

3. Provisions for special needs and interests of all students.

4. Instruction in skills as they are needed.[1]

1. Abdullah, Faye G. et al. Patient-Centered Approach to Nursing. Macmillan Co., New York, 1961. pp. 27-28.

Curriculum Evaluation Plans

Curriculum evaluation is a planned and ongoing activity of the college that is directed toward the improvement of the program. No program in nursing is a static one, thus constant evaluation and reevaluation will be done by the Nursing Faculty.

Clinical areas will be carefully selected to meet needs and may be changed as the situations within them change. Consequently, the resources and facilities shall be evaluated periodically to determine whether or not they are meeting the needs and objectives of the program.

The curriculum will be assessed systematically in relation to the extent to which the purposes are being achieved. Evaluation methods and instruments will be developed and used by the faculty for the purpose of measuring student achievement and performance. The students will be provided with opportunities to participate in the evaluation of their own progress in relation to the objectives and the standards of each learning experience through pre- and post-conferences. Plans are being made for a systematic follow-up of graduates.

Associate in Applied Science in Nursing

SECTION III

Composition, Powers, Duties and Responsibilities
of the Governmental Body of the School

General Information

Personnel Policies

Organization of MVTAS

Faculty Organization

Faculty Qualifications of the A.D.N. Program
in Nursing

Associate in Applied Science in Nursing

SECTION III

Composition, Powers, Duties, and Responsibilities

Composition, powers, duties, and responsibilities of the governmental body of the school:

1. The Milwaukee Institute of Technology assumes the same administrative responsibilities for the nursing programs as it does for other programs.

2. The structure and organization of the Milwaukee Institute of Technology is such as to make possible the effective performance of its total function and to permit inclusion of nursing education as part of that function.

3. The administrative leadership fosters a democratic environment providing opportunities for the faculty and students to participate in the life and affairs of the Institute.

4. A Lay Advisory Committee was appointed by the Institute Administration, on recommendation of the Faculty Counselor, and met on occasions as part of the preliminary planning for the program.

5. Adequate educational resources are available within the Milwaukee Institute of Technology framework. Adequate clinical laboratory areas are available in the community.

6. The Milwaukee Institute of Technology assumes full financial responsibility for providing a quality educational program in nursing and has the financial resources to meet such commitments. The faculty of the Department of Nursing has participated in the formation of the budget for this department. (The entire institutional budget for 1965 is approximately seven million dollars.)

Personnel Policies

The general State Board of Vocational Technical and Adult Education policies for certified personnel apply to all faculties including the Nurse Faculty. The preparation of the Nurse Faculty will be comparable to that of other faculty members in the Milwaukee Institute of Technology. The attached handbook contains general college personnel policies as related to salary schedule, sick leave, major medical insurance claims, sabbatical leave, probation and tenure, teacher evaluation, attendance of college personnel at conferences, retirement, tuberculosis examination, supplies and equipment, textbook selections, and instructor schedules. The college administra-

Personnel Policies (continued)

tion provides for each instructor, office space and office furniture, and the use of a typewriter. Office assignments are based on available space and division assignment. Each instructor has access to a "ditto" machine, and secretarial services are provided through the stenographic pool and the bindery office.

Faculty Positions, Qualifications and Duties

The Nurse Faculty for the Associate in Applied Science Nursing Program are members of the Nursing Education Department. (See Organizational Chart on the following page.) The job descriptions include channels of communication and lines of responsibility and authority within the department. There will be regularly scheduled meetings for Nurse Faculty in the program to discuss matters regarding curriculum, student progress and evaluation, clinical laboratory facilities, etc. As the occasion indicates, other college faculty members, who are instructing the professional nursing students, will be invited to attend these meetings. Regular meetings will also be scheduled for all the faculty in the department for discussion of matters of common interest. The Nurse Faculty for the program will include: Faculty Counselor, Director of the program; Special Service Counselor, Coordinator of the Associate Degree in Applied Science Nursing Program; Instructors, including one "Lead Instructor" for each major subject area; Assistant Instructors, who will work directly under the guidance of the Instructor in the subject area. Job descriptions for these positions are presented on the following pages.

Faculty

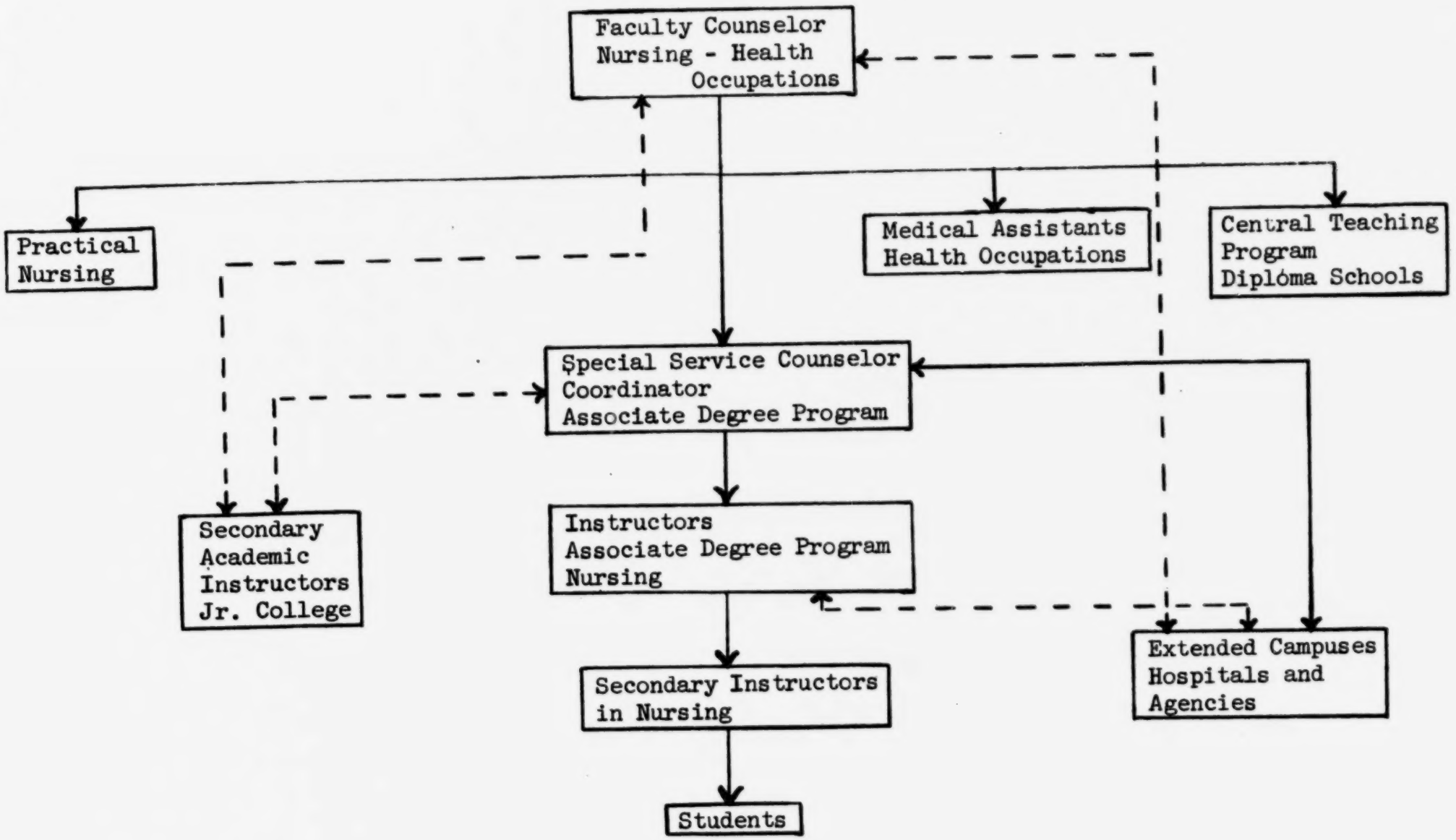
1. The number of faculty members will depend upon the number of students.

   a. The ratio will probably be about 6-10 students per instructor.

2. Instructors in the major areas of medical-surgical nursing, maternity and child nursing, psychiatric nursing, and the fundamentals of nursing, will join the program prior to the admission of students.

3. The faculty, under the direction of the Coordinator (Special Service Counselor) will be responsible to the Faculty Counselor for curriculum development in the nursing area. Cooperative planning with other departments within the Institute will be continued through the Faculty Counselor.

Milwaukee Vocational Technical and Adult Schools
Institute of Technology
Department of Nursing: Associate in Applied Science
ORGANIZATIONAL CHART



→ Direct line of communication

- - - → Indirect line of communication

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MILWAUKEE VOCATIONAL & ADULT SCHOOLS

BOARD OF VOCATIONAL & ADULT EDUCATION

DIRECTOR

ASSISTANT TO DIRECTOR

ASSISTANT DIRECTOR

ASSISTANT DIRECTOR

FINANCE AND OPERATION SERVICES

GENERAL ADMINISTRATIVE SERVICES
- In-Service Training
- Personnel
- Public Relations
- Research

INSTRUCTIONAL SERVICES
- Curriculum
- Achievement Testing
- Library
- Audio-Visual Aids
- Editing
- Instructional Services

STUDENT SERVICES
- Admissions
- Guidance
- Health
- Placement
- Psychological Ser.
- Records
- Student Council
- Student Publications
- Veterans & Foreign Students
- Welfare

TV OPERATIONS
- Operation of Channels 10 & 36

BUDGET AND FINANCE
- Budget
- Accounting
- Cashiers
- Inventory Control

EQUIPMENT AND SUPPLIES
- Purchasing
- Receiving
- Perpetual Inventory

AUXILIARY ENTERPRISES
- Cafeteria
- Stores

GENERAL SERVICES
- Bindery
- Photography
- Printing
- Typing

BUILDINGS AND GROUNDS
- Operations
- Custodial
- Plant Protection

DIVISIONS OF INSTRUCTION	ADULT SCHOOL AND BRANCH SCHOOLS	INSTITUTE OF TECHNOLOGY	ADULT HIGH SCHOOL	APPRENTICE SCHOOL	CONTINUATION SCHOOL
1. Social Studies					
2. Graphic and Applied Arts					
3. General Education (M.I.T.)					
4. General Education (Adult)					
5. Nursing Education					
6. Home Economics (Food & Clothing)					
7. Business and Marketing					
8. Industrial (Metals-Heat)					
9. Industrial (Elec.-Electronics) (Instrumentation)					
10. Industrial (Structural)					
11. TV Education					
12. Community Services					

Faculty (continued)

4. An In-Service Program is established within the framework of the Institute for all faculty members and an additional planned program will be established within the nursing faculty organization.

5. A regular schedule of meetings will be established between the Milwaukee Institute of Technology faculty and the extended units.

6. The administration of the program will be under the direction of the Faculty Counselor, who is responsible to the Director of the school.

Associate in Applied Science in Nursing

Faculty Qualifications - Responsibilities and Functions:

Faculty Counselor Qualifications

I. Faculty Counselor

A. Qualifications of the Faculty Counselor of the Associate in Applied Science Nursing Program.

1. She shall have completed a Master's Degree in Nursing Education with at least twelve hours in education.

2. She shall hold a currently valid Wisconsin Certificate of Registration as a nurse.

3. She shall have academic preparation in Administration of nursing education, educational principles, curriculum development, teaching, guidance and counseling, current trends in nursing on a graduate level, applied social sciences and research.

4. She shall have met certification requirements of the State Board for Trade and Industrial Teachers Certificate as applied to the Associate in Applied Science in Nursing Program.

5. She shall have completed at least five years in varied nursing experiences including instruction and assistant to one educational administrator of nursing.

B. Responsibilities of the Faculty Counselor of the Associate in Applied Science Nursing Program.

Faculty Counselor Responsibilities

1. She shall be responsible for carrying forward the total program and for delegating duties and responsibilities to the Coordinator in conformity with general school policies, and with the State Administrative Code for such programs.

C. Duties of the Faculty Counselor.

Faculty Counselor Duties

1. To administer the total program and is responsible to the Director of the Milwaukee Vocational Technical and Adult Schools.

2. To delegate duties and responsibilities to the Coordinator as deemed necessary for the efficient management of the program.

Faculty Counselor Duties (continued)

3. To review reports of progress from the Coordinator and take appropriate action when necessary to enhance the total program.

4. To evaluate and approve the budget for the Department of Nursing and route it on for final approval by the Director and Assistant Director of the Milwaukee Vocational Technical and Adult Schools.

5. To see that adequate and fair schedules are formulated for all the nurse instructional staff in accordance with school policies.

6. To make periodical evaluation of all instructional nursing staff and assist in upgrading the performance of this staff.

7. To interview, evaluate records, and recommend applicants to the school Director for additional instructional staff as needed.

8. To recommend for appointment by the school Director an Advisory Committee to the program.

9. To call and/or approve necessary meetings, held for the improvement of the total program.

10. To visit, approve, and recommend to the school Director additional clinical facilities as needed.

11. To prepare an Annual Report to the State Department of Nursing and to the State Department of Vocational Education.

12. To carry out such additional administrative duties as necessary for improvement of the total program.

II. Coordinator (Special Service Counselor) of the Associate Degree Program in Nursing. — Coordinator Qualifications

A. Qualifications of the Coordinator of the Associate in Applied Science Nursing Program.

1. She shall have completed a Master's Degree in Nursing or Nursing Education with at least twelve hours in education.

2. She shall hold a currently valid Wisconsin Certificate of Registration as a nurse.

3. She shall have met certification requirements of the State Board for Trade and Industrial Teachers Certification as applied to the Associate Nurse.

4. She shall have had three years of experience in an accredited school of nursing in teaching, supervision or assistant to the Director.

B. Responsibilities of the Coordinator. — Coordinator Responsibilities

1. The Coordinator of the Associate in Applied Science Nursing Program shall be the Chairman of the Associate Degree Nursing Program. (In our school, she has the rank of Special Service Counselor in Nursing Education.)

2. Under the direction of the Faculty Counselor of Nursing and Health Education programs, she shall be responsible for assisting in carrying forward the total program in a manner that is in conformity with general school policies, and with the State Administrative Code for such programs.

C. Functions of the Coordinator of the Associate in Applied Science Nursing Program. — Coordinator Functions

1. To review periodically and help in the neccesary revisions of the total programs.

2. To assist the Faculty Counselor in the establishment and administration of admissions policies for associate degree applicants.

Coordinator Functions (continued)

3. To assist in establishing and maintaining good working relationships with and between the teaching staff, clinical laboratories (extended campuses) and other appropriate agencies.

4. To guide, supervise, and assist the Associate in Applied Science Nursing Department staff.

5. To work in cooperation with the Faculty Counselor in assigning subjects to be taught, duties and activities to each instructor under her supervision.

6. To assist in providing teaching schedules for classes in accordance with school policies.

7. To assist in formulating and approving all rotation schedules and assignments of students to clinical laboratory experiences.

8. To assist in assigning and directing Nurse Faculty in relationship to the extended campuses with respect to the student's clinical experiences and progress.

9. To supervise and evaluate the teaching and performance of the instructional staff and other workers engaged in the Associate Degree in Nursing Program, reporting same to the Faculty Counselor.

10. To work with the Department of Student Services in maintaining complete, accurate records of all phases of the program. Individual student records are accurately recorded and the necessary copies sent to the State Department of Nurses.

11. To help the faculty in formulating policies and records on health, welfare, promotion, and graduation.

12. To assist the Faculty Counselor in evaluating and approving budgets for the department for a final approval by the Director and Assistant Director of the Milwaukee Vocational Technical and Adult Schools.

13. To hold specific conferences with students referred by the instructors because of problems of a financial, clinical or personal nature; and to make referrals as needed to other school services.

Coordinator Functions (continued)

14. To hold specific and general meetings with an associate degree nursing faculty for the purpose of improving and evaluating the program.

15. To attend all necessary meetings connected with this program.

16. To carry out such additional duties connected with the program as may be assigned by the Faculty Counselor in charge.

Instructor Qualifications

III. Instructor

A. Qualifications of the Instructor.

1. She shall have completed a Master's Degree in an accredited college or university with a major in nursing or nursing education or its equivalent.

2. She shall hold a currently valid Wisconsin Certificate of Registration as a nurse.

3. She shall have had two years of practical experience in nursing service.

4. She shall have had at least six months of teaching experience in an accredited school of nursing.

5. She shall meet certification requirements of the State Board for Trade and Industrial Teachers Certification as applied to the Professional Nurse.

Instructor Responsibilities

B. Responsibilities of the Instructor.

1. An instructor in the Associate in Applied Science Nursing Program shall, under the guidance of the Faculty Counselor and Coordinator, be responsible for the preparation and delivery of all instructional material assigned to her.

2. She shall guide, conference, and evaluate students in their performance in the school and in the clinical areas under her supervision.

3. She shall assist in carrying forward the total program of professional nursing.

C. Functions of the Instructor. Instructor Functions

1. To prepare course outlines and objectives for courses assigned to her to teach.

2. To evaluate periodically and assist in improving the instructional programs both at the school and in the clinical areas.

3. To implement well-balanced clinical experiences for each student.

4. To engage in appropriate professional and academic activities and development.

5. To be an active member of her professional organizations.

6. To guide, assist and confer with the student in the learning processes necessary for acquisition of subject matter, proficiency in skills, and use of judgments.

7. She shall help to interpret the school's program and policies to the hospital personnel.

8. To carry out other duties concerned with the efficient management of the associate degree nursing department as assigned by the Faculty Counselor or Coordinator in accordance with school policies, such as:

   a. Student health program
   b. Clinical laboratory experience schedules
   c. Records and reports
   d. Career Day and promotional talks
   e. Exhibit window displays
   f. Participation in the preparation and implementation of extracurricular activities.

9. Be responsible for the guidance and direction of the Assistant Instructors.

IV. Secondary Instructor (a fully qualified instructor who has a secondary assignment). Secondary Instructor Qualifications

A. Qualifications of the Secondary Instructor.

1. She shall have completed a Baccalaureate Degree in nursing.

2. Academic preparation shall include educational psychology, sociology, and clinical specialties.

3. One year of satisfactory nursing care experience in an approved hospital. (Note.--Exception: Provisional or emergency approval.)

B. Responsibilities of Secondary Instructor. Secondary Instructor Responsibilities

1. The Secondary Instructor is responsible for the instruction, supervision, and evaluation of students assigned to her specific area under the direction of the Instructor.

2. She shall relate and implement the school's objectives to the hospital personnel. She shall keep anecdotal records on each student under her teaching supervision.

3. She shall report to the Instructor concerning student performance and problems and work together for the betterment of the clinical program.

C. Functions of Secondary Instructor. Secondary Instructor Functions

1. She shall be responsible for making out student daily assignments based on student and patient needs in line with the objectives for the clinical experience.

2. She shall be responsible for the supervision, counseling, and guidance of the student in all clinical areas assigned to her.

3. She shall make out student evaluations in conference with the Instructors who assist her in the teaching of the student.

4. She shall assist in the planning and teaching of classes under the direction of the major Instructor.

Associate in Applied Science in Nursing

SECTION IV

STUDENTS

Student Health and Welfare

Admission Requirements

Tuition

Catalog Description of Program

Recruitment

Attendance

Scholarship and Promotion

- Evaluation
- Graduation
- Transfer

Loans and Scholarship Funds

Application Procedure

Associate in Applied Science in Nursing

SECTION IV

I. Provision for Student Health Welfare.

Student Health Welfare

A. The Health Center at the Milwaukee Institute of Technology is available to all students from 7:45 a.m. to 4:15 p.m. A doctor and nurse are in attendance.

B. All nursing students shall have a physical examination, immunizations as necessary, dental and ophthalmologist's report at the time of admission, and at the beginning of the second year, and at the completion of the program.

C. A program for tuberculosis prevention and detection shall be carried out.

1. Intracutaneous test on admission; every six months thereafter until test is positive or until graduation; retest at graduation if all previous tests have been negative.

2. If X-ray or intracutaneous tests indicate possible tuberculosis, an X-ray shall be taken each six months thereafter until the student is declared free from any possible signs of tuberculosis.

II. Admission Requirements.

Admission Requirements

A. Admission to the Milwaukee Institute of Technology.

B. Applicants must also meet the following minimum requirements:

1. Average final grade of "C" or higher.

2. Three years of English.

3. Two years of mathematics (algebra and geometry, or new math).

4. Two years of science. Chemistry is required plus one other science, usually biology (one of the courses must include laboratory experience).

5. Not less than 17 years of age.

C. Health: Satisfactory evidence of good physical and mental health as determined by a complete examination. Admission Requirements (continued)

D. Personal qualifications: good moral character and desirable personality traits as determined through references and interviews.

E. Tests

1. National League for Nursing, pre-nursing test.

2. American College Testing program.

3. Any other battery of tests deemed necessary by the Milwaukee Institute of Technology.

F. Citizenship: shall be United States citizen or submit proof of intention to become a citizen.

G. Date of entrance: admission will be in the fall semester of each year.

III. Tuition - Cost of Program Student Tuition

A. Tuition: see General Information in Catalog (pp. 11-18).

B. Uniforms: about $75.

C. Books: about $150.

D. Transportation: transportation to the clinical hospital areas.

E. Housing: not provided by the school (see General Information).

IV. Catalog Description of Program

Catalog Description of Program

A. The Associate Degree Program in Nursing at the Milwaukee Institute of Technology was started in September, 1965. The Institute grants an Associate in Applied Science Degree to the graduates and assures eligibility to write the State Board Examinations for registered nurse licensure. (R.N.)

B. The purpose of the program is to prepare selected students for positions of beginning nurse practitioners. It is also designed to help students develop their potentials as individuals, as citizens, and as members of the community.

C. The curriculum is planned over a two year-period plus one summer school period between the first and second years.

V. Recruitment

Student Recruitment

A. The Associate Degree Program in Nursing attracts students from a wide community group.

1. Students who desire a college atmosphere and campus-type life.

2. Older women who are planning a "second career" - usually the 30-40 age group.

3. Men who are interested in a college-based program. (Statistics show that 1% of nurse population is male; 5% of students in Associate Degree nursing programs are male.)

4. Married women who have home responsibilities.

5. Those who need part-time employment while a nursing student.

6. Those students who would rather live at home than in a school dormitory.

7. The students who need financial help since the cost of the program is less because it is a tax-supported school.

8. Men who use nursing as a stepping stone to other careers. (Armed Forces, etc.)

Associate in Applied Science in Nursing

Student Attendance Requirements

VI. Attendance

A. All students will be expected to observe the attendance requirements of the college. In addition, absence from any nursing course will be permitted only in instances of personal illness.

B. If the Nursing Faculty feels that absences have been excessive, the student will be asked to withdraw from the nursing program.

Student Scholarship and Promotion

VII. Scholarship and Promotion

A. Students must maintain a quality grade point of 2 to remain in the Milwaukee Institute of Technology.

B. In addition, a minimum of a "C" must be maintained in all natural science and nursing courses.

Evaluation of Progress

VIII. Evaluation of Progress

A. Scheduled faculty evaluation conferences will be held each semester.

B. Individual evaluation conferences will be held with the student at frequent intervals.

C. Records will be maintained for evaluations.

Graduation

IX. Graduation

A. Each student is expected to meet the general and nursing curriculum requirements. She must have maintained a quality grade point average of 2.0

B. Petition for graduation will be permitted if the above requirements have been fulfilled.

Transfer

X. Transfer

A. Transfer credits in general education must be evaluated by the Department of Nursing.

B. Students presenting nursing courses for transfer will be evaluated on an individual basis by the Nursing Faculty.

Scholarships

XI. Scholarships

A. National Defense Loan Program: Institute students may apply for financial assistance under the National Defense Loan Program. Information concerning this can be secured from the registrar.

B. Nurse Training Act: Professional Nurse students may obtain loans under this act. Information concerning this can be secured from the registrar.

C. Loan or Scholarship Funds: Organizations have granted scholarship funds for selected students. Information can be obtained from the registrar.

Application Procedure

XII. Application Procedure

A. It is expected that each step in the procedure will be completed before going to the next listed step.

B. The Faculty Counselor and the Coordinator of the Associate Degree Program of the Nursing Department will confer regarding individual problems occurring in the application process. The Faculty Counselor or Coordinator will confer with the applicant as the need indicates.

C. All records will be kept in the student's personal folder in the Admissions Office, and will be available to the Nursing Education Department, Faculty Counselor, or Coordinator.

Associate in Applied Science in Nursing

SECTION V

Curriculum

General Description

Clinical Learnings

A. Examples of Integration of Special Areas

Proposed Curriculum 1965-66

Course Descriptions (Nursing)

Definitions of Credit Hour

Summary of Hours - Week and Semester

Areas of Deviation from Administrative Code

Addendum #1

Associate in Applied Science in Nursing

SECTION V

Curriculum

1. The curriculum is planned according to the policies of the Milwaukee Institute of Technology as to the period of time for completion, credit load per semester, and the total requirements for graduation.

2. All aspects of the curriculum are of collegiate quality.

3. The study, evaluation, and development of the curriculum in nursing is a major responsibility of the Nursing Faculty.

4. The curriculum is so organized that:

   a. The philosophy of the Milwaukee Institute of Technology and the Department of Nursing Education are in accord.

   b. There is a balance between general education and nursing education.

   c. The graduate will be eligible for admission to State Board examination for registration.

   d. All instruction, in all areas including the clinical laboratory, will be conducted by the faculty and the Milwaukee Institute of Technology.

General Nursing Course Descriptions

All nursing courses are based on the commonalities of nursing care in meeting needs of patients. (Twenty-one Nursing Problems - see Addendum.) All courses will contain principles of normal nutrition, diet therapy, pharmacology, communicable diseases, legal aspects, rehabilitation, and prevention, and community services.

Clinical Learnings

In planning the clinical nursing aspect of the program, the previously mentioned assumptions and aims are used in the selection of learning experiences which result in meaningful learning without meaningless repetition. Progressive learning experiences over the two academic years plus one summer session period are provided in such a manner that the students are motivated to adapt social and scientific principles to the needs of the community. An organized program of progressive learning experiences will ultimately enable the student to become competent nurse practitioners. It will also assist these students toward progressive self-direction and self-understanding in order to promote social, and professional growth.

Clinical Learnings (continued)

The curriculum is a patient-centered one that emphasizes as a major learning goal the provision of comprehensive care for patients with health problems, such care to be developed through a problem-solving approach. The clinical laboratory experiences are carefully selected and oriented in the question of student learning needs. Focus is placed upon the quality of learning rather than the length of time a student is exposed to the learning or service situation. Practice in specialized units is used for its application to all nursing situations instead of being taught as a specialty. Preplanning conferences precede all clinical assignments, and post-evaluation conferences follow all clinical assignments.

The Wisconsin Administrative Code N 2.06 (4) lists required components which should be included in the school of nursing curriculum. The broad area approach, as described previously in Section II under "Curriculum Concepts", includes these components but does not list them in clock hours or weeks of clinical nursing. N 2.06 (2 e) states, "Collegiate programs shall report the curriculum in credit hours".

However, we include in our presentation examples of nursing principles which are taught but not labeled as specific specialties.

1. O.R. Nursing

Principles	Courses - Lecture and Clinical Experiences	Clinical Application
Asepsis	Nurs 173, 174, 176, 177, 178, 179	Handwashing Sterile Procedures (catheterization) Sterile Treatments (surgical dressing, removal of sutures) Care of Burn Patient Care of Contagious or Infectious Patient Delivery Rooms; Labor Areas Nurseries Pediatric Areas Circumcisions Emergency Areas

Pre- and Post-Operative Nursing Care	All classes and nursing areas	Preparation of Pre-Op Patient Medications Surgical Prep Draping	Clinical Learnings (continued)
		Care of Medical Patient with Surgical Intervention	
		Accompanying Patient to O.R. Area and from O.R. to Recovery Area then to Room	
		Observation of Patient and Procedures in O.R. with Definite Objectives Stated: Placing of Patient on O.R. Table Positioning I.V. Therapy Used Type of Anethesia and Method of Administration Handling of Supplies Type of Surgery (anatomy) What Happens Totally to Patient in O.R. Which Affects the Nursing Care of Patient	
Sterile Equipment	All nursing areas and classes	Sterile Treatments and Dressings Burn Patient Birth Rooms Nurseries	

Principles of Isolation	All nursing areas and classes	Gown and Glove Procedures Nurseries Observation in O.R. Labor and Delivery Areas Handling of Equipment - Clean and Unclean	Clinical Learnings (continued)
Instruments	All nursing areas and classes	Suture Trays Special Procedure Trays Surgical Dressings Obstetrics Emergency Areas	

In learning these principles and their application in the clinical areas, she will have learned all of the nursing principles taught in the O.R., except becoming an O.R. assistant. It has been shown that any graduate nurse needs an orientation to an O.R. in an employment situation. If she knows the principles, the technical skills are soon learned.

Associate in Applied Science in Nursing

INTEGRATION OF MENTAL HEALTH CONCEPTS INTO CURRICULUM - The sequence depends on the emotional and maturational development of students, rather than the nature of the clinical subject they are studying.

CONCEPT I	NURS 171, 173	NURS 174, 176, 177 PHYSICAL AND MENTAL ILLNESS	NURS 178, 179 MATERNAL AND CHILD HEALTH
Awareness and Understanding of Self Precedes Awareness and Understanding of Others Life Experiences Begin this Process General Psychology I and II Continues this Process of Interaction	1. Reaction of the student to environment of the hospital. 2. Feeling of student as she becomes part of environment: a. Fearful b. Excited c. Hates it d. Feels out of place e. Inadequate (These feelings verbalized by student. Guided discussion and interpretation by instructor.) 3. Becomes aware of her feeling toward nursing - beginning to develop her philosophy of nursing.	1. Discussion of attitudes toward old and young, mental and physical illness. 2. Relationship between mental health and neurosis and psychoses: a. Mental mechanisms b. Development of mental health and physical health begins at birth. 3. Failure of staff to perform as student feels they should: a. Observation of care of physically and mentally ill. b. Ward conferences used to evaluate, interpret, and clarify. c. Actions of ward personnel.	1. Sex taboos and preconceptions must be openly discussed - student encouraged to verbalize - instructor helps to interpret and discuss. 2. Acceptance of death and abnormalities in newborn must be understood - before emotional support can be given to mother.

CONCEPT II	NURS 171, 173	NURS 174, 176, 177 PHYSICAL AND MENTAL ILLNESS	NURS 178, 179 MATERNAL AND CHILD HEALTH
It is Through Communication that One's Views of Self, Other People, or a Situation Become Confirmed, Modified, or Changed English I and II Student Learns to Express Self in Writing	1. Development of interview technics. 2. Charting. 3. Acquire knowledge of nursing functions, so she is able to explain them simply to her patients. 4. Develop confidence in self, so this unconsciously or consciously is imparted to patients. 5. Develop empathy with patients - learn the technic of the proper approach to each individual patient.	1. Experience in communicating with: a. Classmates b. Instructors c. Acutely ill, convalescent patient d. Chronic patients e. Geriatric patient f. Family 2. Have opportunity to discuss this experience individually and in groups.	1. Relate to mother in pregnancy, labor, and post-partum by carefully selected and guided experiences: a. Observation of parent classes. b. Prenatal clinic in doctor's office. c. Labor and delivery rooms. d. Post-partum ward. <u>Example</u> Individual teaching to mothers as part of nursing care - answering questions; providing literature. 2. Clinical experience in care of well and sick child: a. Nursery schools b. Pediatric wards Student learns to communicate with sick child and well child and compare change in behavior. 3. Experience in dealing with family of sick child.

CONCEPT III	NURS 171, 173	NURS 174, 176, 177 PHYSICAL AND MENTAL ILLNESS	NURS 178, 179 MATERNAL AND CHILD HEALTH
Comparative Freedom from Anxiety is a Requisite Before Objective Evaluation of a Situation or of Patient's Needs Can Occur, and Pertinent Nursing Skills Developed. Feel Comparatively Free from Self-Blame for a Patient's Situations or Problems	1. Development of basic nursing skills - laboratory and hospital. 2. Have knowledge of how to meet patient's needs - is helped to do this in classes and in hospital environment. 3. Student is guided by instructor who is free from anxiety herself.	1. Selection of clinical experiences according to her readiness for them: a. Become acquainted with disabilities patients have as a result of their illness. Acceptance by self, patient, and family.	1. Moderate concern of student over safety of pregnant mother and baby by giving adequate knowledge or progress in maternity care in: a. Education of physicians and nurses, midwives. b. Prenatal care has improved. c. Assist student to understand feelings of unmarried mothers. d. Education of parents more prevalent. 2. Observation of technics in delivery room in giving support to mother. 3. Must develop inner strength in observing illness and death of child. 4. Comfort and support family.

CONCEPT IV - PROBLEM SOLVING CAN BE APPLIED TO NURSE-PATIENT RELATIONSHIPS

Problems Presented by Students: Students Feel Helpless When Patients:

1. Say, "I don't have much longer to live."
2. Say, "I am not afraid to die."
3. Say, "I hope I live to raise my little girl."
4. Cry.
5. Become angry.
6. Swear.
7. Tell risqué or vulgar jokes.
8. Say, "I don't care what happens to me."
9. Worry about going to surgery.
10. Say they are afraid of surgery, x-ray, etc.
11. Do not talk at all.
12. Display hostile behavior.
13. Talk all the time.
14. Constantly demand attention.
15. Say, "I am afraid to die."

KNOWLEDGE AND UNDERSTANDING NEEDED BY STUDENTS TO WORK WITH PROBLEMS	ABILITIES AND SKILLS NEEDED BY STUDENTS TO WORK WITH PROBLEMS	CLINICAL EXPERIENCES NEEDED TO DEVELOP THESE ABILITIES AND SKILLS
1. Understanding of what behaviors nurses are likely to see in patients. 2. Understanding of how cultural values developed about these behaviors and how they are taught and perpetuated in culture. 3. Understanding of how tensions about these behaviors prevent the student from understanding the behavior, from comforting him, and helping him. 4. Understanding that there are other values held by people about these behaviors.	1. Ability to develop realistic expectations about what patient's behaviors will be like in his world of illness with its problems and stresses. 2. Understanding about variations in the ways patients behave or the problems they have in relation to their cultural environment. 3. Ability to work through her own anxiety about the way a patient behaves and <u>become</u> fairly comfortable when a patient behaves in these ways. 4. Ability to respect people with values different from her (the student's) own.	1. Observation of patients: a. Use of readings b. Movies c. Listening to patients d. Conversing with patients 2. Analyzing behavior based on psychological principles, sociological responses: a. Fear of hospitalization b. Fear of immunization c. Fear of death 3. Talking about sex is taboo, etc. 4. Must have the opportunity of expressing some of her reactions in group or individual discussion, after caring for patients. 5. Must be helped to see why all people do not have same values. <u>Example</u> Swearing may be shocking to a young student, but not to an adult man beset by fear.

	NURS 173, 174	NURS 174, 176, 177 PHYSICAL AND MENTAL ILLNESS	NURS 178, 179 MATERNAL AND CHILD HEALTH
NURSING PROBLEM III (continued) Maintenance of Asepsis	4. Glove technics. 5. Injections: a. Hypo b. IM c. IV 6. Handling of sterile equipment. 7. Use of antiseptics and disinfections.	4. Use of catheterization tubes, oxygen, gastric, lung. 5. Practice of principles of isolation in communicable diseases. 6. Teaching patients to do injections, dressings. 7. Observation in operating room, clinic, doctor's office, emergency room.	
NURSING PROBLEM IV Maintenance of Optimum Health by Adequate Nutrition	1. Basic four diet: a. Proteins b. Fats c. Carbohydrates - energy metabolism d. Vitamins e. Minerals (electrolyte balance) f. Water 2. Food must be eaten to be beneficial: a. Prepared well b. Served attractively c. Planned to individual and cultural needs 3. Accurate recording of nutrition and fluids.	1. Relation of nutrition to physical and mental health: a. Plan meals for family and self. 2. Effect of diet deficiencies on health. 3. Encourage patient to eat. 4. Feed patient if not able to eat.	1. Adjustment of basic diet to nutritional needs of mother and infant, and sick child. 2. Effect of diet deficiency on development of fetus, length of pregnancy, lactation.

PRINCIPLES OF DISINFECTION AND ASEPSIS

	NURS 173, 174	NURS 174, 176, 177 PHYSICAL AND MENTAL ILLNESS	NURS 178, 179 MATERNAL AND CHILD HEALTH
NURSING PROBLEM I Maintenance of a Therapeutic Environment	1. Good ventilation. 2. Attractive room: a. Workable equipment e.g. bed 3. Neat bed - comfortable for patient.	1. Prevention of odors: a. Change incontinent patients. b. Do dressings when needed. c. Sufficient clean linens.	1. Adequate labor rooms. 2. Well-equipped delivery room. 3. Small efficient nurseries with workable equipment.
NURSING PROBLEM II Maintenance of Good Hygiene	1. Personal hygiene: a. Bathing b. Oral hygiene c. Shampoo d. Sufficient personal linens	1. Therapeutic baths and packs. 2. Assist mentally ill patient to regain interest in hygiene and appearance.	1. Teach in clinics (individual). 2. Keep mother clean during labor. 3. Care of newborn: a. Careful handwashing 4. Perineal care and breast care.
NURSING PROBLEM III Maintenance of Asepsis	1. Handwashing technics: a. Theory and practice. 2. Isolation principles. 3. Use of sterile forceps.	1. Preparation and administration of medications. 2. Use of individual equipment. 3. Doing sterile dressings.	1. Isolation of maternity ward from rest of the hospital. 2. Reverse gown technic. 3. Use of incubators, etc. 4. Care of premature infant.

NURSING PROBLEM V	NURS 173, 174	NURS 174, 176, 177 PHYSICAL AND MENTAL ILLNESS	NURS 178, 179 MATERNAL AND CHILD HEALTH
Therapeutic Diets in the Treatment of Disease	1. Accurate recording of nutrition and fluids.	1. Importance of diet in treatment of disease: a. Surgical diets b. Medical diets a and b - work with nutritionist in teaching patient. c. Mental illness - patient unaware of nutritional needs. 2. Importance of fluids: a. Replacement of electrolytes 3. Assisting patient to plan and understand diet - (with nutritionist).	1. Diet in: a. Toxemis b. Diabetes c. Diseases of childhood.

Curriculum 1965-1966 - Associate Degree in Applied Science in Nursing Program

			CREDITS 1st Semester	2nd Semester
First Year				
Eng	101	English 1	3	
Nat Sci	103	Anatomy & Physiology	5	
Nat Sci	109	Microbiology	4	
***Nurs	171	Orientation to Nursing	1	
***Nurs	173	Nursing Fundamentals	5	
			18	
*Eng	102	English 2		3
****Nurs	156	Chemistry for Nurses		4 or 5
*Soc Sci	131	General Psychology		3
***Nurs	174	Nursing in Physical & Mental Illnesses 1		6
				16 or 17
Summer School (6 weeks)				
*Soc Sci	103	Introduction to Sociology	3	
Soc Sci	133	Child Psychology	3	
			6	
Second Year				
*Speech	101	Speech 1	3	
**Nurs	176	Nursing in Physical & Mental Illnesses 2	6	
**Nurs	177	Nursing in Physical & Mental Illnesses 3	7	
			16	
*Soc Sci	110	Basic Economics		3
**Nurs	178	Maternal & Child Health 1		6
**Nurs	179	Maternal & Child Health 2		6
*Phy Ed		Physical Education		1
				16

*Required for graduation from Associate Arts in Applied Science Program.
**Interchangeable to 1st or 2nd Semester, Year II.
***Must be taken in sequence - Prerequisite to Nurs 176 and 178.
****Nurs 156, Chemistry, 4 Cr. - 1965, 5 Cr. - 1966.

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Eng 101 - English 1

Primarily a composition course. Its aims are to cultivate the student's powers of thought and to stimulate his thinking about himself and his world, to teach him the basic principles of effective composition, and to give him the necessary practice in expressing his ideas. The writing is expository. The reading consists of essays and short biographies and provides the student, not only with ideas about which to think and write, but also with suitable models for his own writing. Formal study is made of such problems in mechanics as spelling, punctuation, and grammatical usage. Year I, Semester I. Credit: 3.

Eng 102 - English 2

A continuation of Eng 101, intended to provide additional and more intensive training in the writing of long and short, unified, coherent, and purposeful compositions. Special and extensive study is also made of the art of argument and persuasion. The techniques in preparing and writing research papers are thoroughly explored, as is the writing of critical reviews and business letters. Finally, special consideration is given to the matters of word usage and vocabulary building. In mechanics, such problems as still persist are given concentrated study.

The readings, which consist of a novel, short stories, plays, and poems, have the purpose of providing the student with a better understanding of literary types and stimulating his appreciation of them. Prerequisite: Eng 101. Year I, Semester II. Credit: 3.

Speech 101 - Elements of Speech 1

The purpose of this course is the development of speaking skills with emphasis upon the dual role of speech as both a speaking and a listening skill. Stress is placed upon basic principles of speaking, involving chiefly content and organization, with practice provided through individual and group work. An attempt is made to promote growth in poise and confidence through an understanding of their psychological basis. Year II, Semester I. Credit: 3.

Course Descriptions (continued)

Soc Sci 131 - General Psychology

This course is designed for the student who desires an introduction to the study of psychology as a science of human behavior. It explains the scope, methods, basic concepts, and facts of psychology. Some of the subjects covered are motivation, learning, thinking, perception, emotion, personality, mental health, animal behavior, and applied psychology. Year I, Semester II. Credit: 3.

Soc Sci 133 - Child Psychology

A course in child psychology presents a picture of individual behavioral development from birth to early adolescence. Emphasis is directed to problems of adjustments in the biosocial development of the individual. Prerequisite: Soc Sci 131. Year I, Semester - Summer School. Credit: 3.

Soc Sci 103 - Introduction to Sociology

An introductory study of basic sociological principles dealing primarily with the psychological and environmental foundations of society. The scientific aspects of sociology and its relative position among the social sciences are considered. Particular emphasis is placed on the interrelationships of cultural and group dynamics in influencing individual and collective behavior and molding our basic social institutions. The study of group structure, functions, and processes is utilized as a basis for understanding the organization of our society and the means by which its members are controlled and motivated. Semester - Summer School. Credit: 3.

Soc Sci 110 - Basic Economics

A general introduction to major institutions and principles which underlie our contemporary American economic system. The course is designed both to serve the general student and as an introduction to Soc Sci 111 and 112. Among the topics considered are: the nature of economics and economic systems, the nature of demand and supply, the measurement of economic performance and achievement, the role of government in a free enterprise system, problems regarding business and labor organization and unemployment and economic growth and development. Year II, Semester II. Credit: 3.

Course Descriptions (continued)

Nurs 156 - Chemistry for Nurses

A lecture and laboratory course. The principles of inorganic chemistry are studied. Also included is a brief study of the molecular structure and properties of some typical organic compounds.

Emphasis throughout is on physiological aspects, including a study of the metabolism of foods, acid-base balance, water and electrolyte balance, blood and urine components, radioactivity, and isotopes. Year I, Semester II. Credit: 1965-66, 4; 1966-67, 5.

Nat Sci 103 - Anatomy and Physiology

A general course designed to present the normal structural and functional activities of the human body. Each system of the body is first discussed in detail, as to the micro- and the macroscopic structure and function. Structural anomalies and functional dysfunctions are discussed briefly. Laboratory studies, in the various systems, are aided by the use of models, skeletons, and student dissections of cats and other animal specimens. Year I, Semester I. Credit: 5.

Nat Sci 109 - Microbiology

The student gains a fundamental knowledge of basic microbiology and a general understanding of various laboratory methods used to study microorganisms. The morphology of nonpathogens and some pathogens is studied. Emphasis is placed on the effect of the organisms on the body, diseases caused, and the body's means of defense. Year I, Semester I. Credit: 4.

Nurs 171 - Orientation to Nursing

An orientation to nursing, the associate degree program and the Milwaukee Institute of Technology. The course includes a survey of the historical background in nursing as it relates to contemporary nursing and occupational trends, attitudes, professional ethics, and application to interpersonal relationships. An overview of nursing organizations, and nurse registration agencies is discussed. Year I, Semester II. Credit: 1.

Course Descriptions (continued)

Nurs 172 - Fundamentals

This course is the orientation to basic nursing principles as applied to patient care. This problem-solving, patient-centered approach will introduce the student to the identification of needs of patients and a core of knowledge and understandings applicable to patient care. This includes normal nutrition, pharmacology, therapeutics, and an introduction of the student to the hospital, the patient, and herself as a nurse. Selected clinical experiences for the beginning student are included. Year I, Semester I. Credit: 5.

Nurs 174 - Nursing in Physical & Mental Illnesses 1

The student's learnings are built around the nursing needs of patients with physical or mental conditions. Preventive and therapeutic knowledges, skills, and basic principles of rehabilitation are utilized. In the application of nursing and scientific principles, emphasis is placed on the patient as an individual, a member of the family, and a member of the community. Commonalities of nursing principles and their application in the clinical laboratory are included in the practice of nursing. Prerequisite: Nurs 172, Nat Sci 103, and 109. Year I, Semester II. Credit: 6.

Nurs 176 - 177 - Nursing in Physical & Mental Illnesses 2 and 3

Nurs 176 is a continuation of Nurs 174. Nurs 177 includes the nursing care of the mentally ill. Principles learned previously in psychology, sociology, human relations, and nursing are applied in helping to create a therapeutic environment for supportive care of patients exhibiting abnormal behavior. Prerequisite: Soc Sci 131, Soc Sci 133, Soc Sci 103, Nurs 174. Year II, Semester I. Nurs 176 - Credit: 6. Nurs 177 - Credit: 7.

Nurs 178 - 179 - Maternal and Child Health 1 and 2

Course Descriptions (continued)

The family unit serves as a framework for the study of nursing care of mothers during the maternity cycle and of infants and children from birth through adolescence. Nurs 178 includes the normal aspects of maternal and child care including teaching of parents classes. Adaptations are made to include complications during pregnancy, labor and delivery, and post-partum. Nurs 179 includes the growth and development of children during illness and their nursing care. Prerequisite: Soc Sci 131, Soc Sci 133, Soc Sci 103, Nurs 174. Year II, Semester II. Nurs 178 - Credit: 6. Nurs 179 - Credit: 6.

Nurs 177 and Nurs 178 - 179

Sections may be interchangeable. Nurs 172 and 174 must be taken in sequence.

1. One credit hour equals 18 hours of instruction per semester. Credit Hour
   A = 1 class hour equals 55-minute class period.

2. One laboratory credit in scheduled science laboratory equals 36 hours per semester or a 2:1 ratio.

3. One clinical laboratory credit equals 54 hours of clinical experience per semester or a 3:1 ratio.

   a. The term clinical laboratory is used to describe selected learnings in patient care in the extended unit under the teaching supervision of a Milwaukee Institute of Technology Nursing Faculty Instructor.

4. A semester equals 18 weeks.

5. Summer session equals 6 weeks.

Associate in Applied Science in Nursing

Associate in Applied Science Degree Program in Nursing - Summary of Curriculum in Hours

FIRST YEAR		HOURS PER WEEK			(18 WEEKS) SEMESTER HOURS				Summary of Curriculum in Hours
	Course	Cr.	Class	Lab.	Nsg. Lab.	Class	Lab.	Nsg. Lab.	Total Week
Semester I	English 101	3	3			54			
	Nat Sci 103, Anatomy & Physiology	5	3	4		54	72		
	Nat Sci 109, Microbiology	4	2	4		36	72		
	Nurs 173, Fundamentals	5	3		6	54		108	
	Nurs 171, Orientation	1	1			18			
	TOTALS	18	12	8	6	216	144	108	26
Semester II	English 102	3	3			54			
	Nurs 156, Chemistry	4 or 5	2 or 3	4		54	72		
	Soc Sci 131, Psychology	3	3			54			
	Nurs 174, Phys. & Mental Ill.	6	4		6	72		108	
	TOTALS	16/17	12/13	4	6	234	72	108	23
Summer (6 weeks)	Soc Sci 103, Sociology	3	9			54			
	Soc Sci 133, Child Psychology	3	9			54			
	TOTALS	6	18			108			18
SECOND YEAR Semester I	Speech 101	3	3			54			
	Nurs 176, Physical & Mental Ill. & Nurs 177, Physical & Mental Ill.	6) 7)	(6 (7	13	18	126		324	
	TOTALS	16	16		18	180		324	28
Semester II	Soc Sci 110, Economics	3	3			54			
	Nurs 178 - MCH 1 Nurs 179 - MCH 2	12	12		18	54 126		324	
	Phy Ed	1	1			18			
	TOTALS	16	16		18	252		324	28

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General Education - 35-36
Nursing 37
Total 72-73

Summary of Hours and Credits

GENERAL	CR.	TOTAL CLASS HRS.	TOTAL LAB HRS.	TOTAL HRS.
Natural Science	13 or 14	144	216	360
English	9	162		162
Social Science	12	216		216
Physical Education	1	18		18
TOTALS	35 or 36	540	216	756
NURSING				
Nurs 171, Orientation	1	18		18
Nurs 173, Fundamentals	5	54	108	162
Nurs 174, Nursing in Phy. & Mental Illness	6	72	108	180
Nurs 176, 177 Nursing in Phy. & Mental Illness	6, 7 (13)	126	324	450
Nurs 178, 179 Nursing in Maternal & Child Health 1 and 2	6, 6 (12)	108	324	432
TOTALS	37	378	864	1242
GRAND TOTAL	72 or 73	918	1080	1998

In applying for accreditation, the faculty has proposed a curriculum which they feel will best meet the objectives of the program: i.e., to prepare beginning practitioners in nursing.

The broad areas approach in the teaching of nursing implies the integration of many specialty areas. Therefore, there have been deviations from the Administrative Code as stated in N 2.06 (4). The total number of hours are outlined on pp. 10 and 11, Section V, for reference purposes.

N 2.06 (4)
Components
a. Area of Scientific Understanding 330 Hours

1. The program offered by the Milwaukee Institute of Technology in the biological and physical sciences consists of courses in anatomy and physiology, microbiology, and chemistry. These total 14 credits (360 hours) or 30 hours over the required minimum hours. Pharmacology is an integral part of all nursing classes.

2. Positive health concepts such as growth and development, nutrition, preventive medicine and rehabilitation are integrated into broad areas of nursing. Child Psychology (3 credits) will be taught as a separate course of 54 hours.

b. Area of Human and Cultural Understanding 150 Hours

1. These areas are identified in the Administrative Code as communication skills, socioeconomic and psychological principles, ethical and spiritual values and aesthetics. The courses offered in the proposed curriculum at the Milwaukee Institute of Technology include English (6 credits), Speech (3 credits), Psychology (6 credits), Sociology (3 credits), and Economics (3 credits). These total 21 credits or 378 hours.

1. Instruction in nursing courses offered are as follows:

   a.-b.-c.-d.

   Fundamentals of Nursing, Nurs 173, (5 credits) offers 162 hours including clinical laboratory experiences.

   Medical-Surgical Nursing is an integral part of all courses titled, "Nursing in Physical and Mental Illness: Nurs 174, Nurs 176, Nurs 177, totaling 17 credits (198 class hours and 432 laboratory experience hours). These courses are given over a period of 3 semesters or 54 weeks. During the second year, the students will average 18 hours per week in selected clinical areas.

   Concepts of mental health are included in all nursing courses. However, Nurs 177 is a special course in Psychiatric Nursing, (7 credits) which includes (see course descriptions) both classes and selected clinical experiences in the nursing care of patients showing abnormal behavior. This area will be taught as a block during the second year. In view of the fact that an instructor in this area has not yet joined the faculty, it is impossible to state the exact number of hours that will be needed to meet the objectives of this course. A projected suggestion could be approximately 6 weeks in length and include about 60 hours of class and 108 hours of selected clinical experiences.

c. Area of Nursing, 450 Hours and 80 Weeks of Clinical Nursing.
   (1) Fundamentals
   (2) Medical Nursing, 24 Weeks
   (3) Surgical Nursing, 24 Weeks
   (4) Nursing of the Mentally Ill. (8-12 Weeks)

1. The historical development and current trends in nursing are introduced in Nurs 171, Orientation, and then integrated into all other nursing courses. A time will be planned near the completion of the program to help the student understand her responsibilities in preparing to become a registered nurse.

2. The legal aspects and responsibilities are also integrated: for example, the student will be taught the legal aspects of the administration of medications at the time she is taught this procedure.

d. Area of Professional Relationships and Responsibilities, 70 Hours.

3. An objective of the nursing program at the Milwaukee Institute of Technology is to prepare a responsible nurse practitioner. Aspects of citizenship are part of being a responsible person, therefore, emphasis is placed on this throughout the program.

4. The graduate is prepared to do direct patient care and to function as a team member, therefore, principles of leadership are not emphasized.

d. Area of Professional Relationships and Responsibilities, 70 Hours. (continued)

1. Maternal and Child Health, Nurs 178 and Nurs 179, (12 credits) will be given in one semester of the second year or 18 weeks. This course is divided into the two areas of obstetrical and pediatric nursing, 6 credits each, for a total of 108 class hours and 324 hours of clinical experience.

e. Nursing of Children, 12 Weeks. Nursing of Mothers and Newborn, 8 Weeks.

1. Nutrition and diet therapy will be integrated throughout all nursing courses. Resource personnel in nutrition will be brought into the courses; however, the major nurse instructors in the nursing areas will be responsible for the teaching of related principles of nutrition. The students will use these learnings in the clinical laboratory areas to help meet nursing needs of patients. In addition, the student will have selected opportunities to work with the hospital or agency nutritionist in the planning of therapeutic diets.

   In the area of Maternal and Child Health, the student will be taught nutrition as it pertains to the family. She will be given opportunities to apply these learnings by demonstrating formula preparation and teaching the care of the mother and child in parents' classes.

f. Dietary, 2 Weeks.

1. The student will not be given a separate experience in the operating room. The special principles of nursing which are emphasized during an operating room experience will be taught when applicable in all nursing courses. (See Example 1.)

g. O.R. Nursing, 6 Weeks.

Areas of Deviation from the Administrative Code

Summary

The curriculum at the Milwaukee Institute of Technology offers 30 hours more than the requirement in the areas of scientific understanding and 228 hours more than the required 150 hours in the areas of human and cultural understandings.

In the area of nursing, the Code requires 450 hours and 80 weeks of experiences. The Associate Degree Program at the Milwaukee Institute of Technology offers 378 hours in 72 weeks.

Specific required areas which are integrated into the general nursing curriculum at the Milwaukee Institute of Technology are Nutrition, Pharmacology, Operating Room Nursing, and Professional Relationships.

Principles of leadership are not emphasized as they are not part of the general objectives.

The Administrative Code states that a week shall represent a laboratory experience of not less than 20 hours per week total, 1600 hours of clinical nursing. The curriculum at the Milwaukee Institute of Technology offers 864 hours of selected laboratory experiences. However, many principles applied to nursing are offered in other academic areas and, therefore, need not be retaught as part of nursing, such as: Principles of Communication Skills, Speech, Child Psychology, etc.

All courses will be reported in credit hours according to the policies of the Milwaukee Institute of Technology.

CODE

MILWAUKEE INSTITUTE OF TECHNOLOGY

SPECIFIED COMPONENTS	HOURS	WEEKS	LAB. HOURS, (20 per week)	CURRICULUM	CR.	HOURS	LAB.	WEEKS
a. Scientific Understanding	330				13-14	360		
b. Human and Cultural Understandings	150				21	378		
c. Nursing Totals:	450	80			37	378		72
Dietary		2	40	Integrated				
Medical Nursing		24	480	Nurs 173	5	54	108	
Surgical Nursing		24	480	Nurs 174	6	72	108	
OR		6	120	Nurs 176 Integrated	6	@66	@218	54
Nursing or Children		12	240	Nurs 178	6	108		
Obstetrical Nursing		8	160	Nurs 179	6	108	324	18
Mentally Ill		8-12	240	Nurs 177	7	@60	@108	@A6
d. Professional Relationships	70			Nurs 171, Integrated	1	18		18
TOTALS	1000	80	1760		72	900	864	78

List of Twenty-One Nursing Problems

1. To maintain good hygiene and physical comfort.
2. To promote optimal activity; exercise, rest, and sleep.
3. To promote safety through prevention of accident, injury, or other trauma and through the prevention of the spread of infection.
4. To maintain good body mechanics and prevent and correct deformities.
5. To facilitate the maintenance of a supply of oxygen to all body cells.
6. To facilitate the maintenance of nutrition of all body cells.
7. To facilitate the maintenance of elimination.
8. To facilitate the maintenance of fluid and electrolyte balance.
9. To recognize the physiological responses of the body to disease conditions--pathological, physiological, and compensatory.
10. To facilitate the maintenance of regulatory mechanisms and functions.
11. To facilitate the maintenance of sensory function.
12. To identify and accept positive and negative expressions, feelings, and reactions.
13. To identify and accept the interrelatedness of emotions and organic illness.
14. To facilitate the maintenance of effective verbal and nonverbal communication.
15. To promote the development of productive interpersonal relationships.
16. To facilitate progress toward achievement of personal spiritual goals.

List of Twenty-One Nursing Problems

17. To create and/or maintain a therapeutic environment.

18. To facilitate awareness of self as an individual with varying physical, emotional, and developmental needs.

19. To accept the optimum possible goals in the light of limitations, physical and emotional.

20. To use community resources as an aid in resolving problems arising from illness.

21. To understand the role of social problems as influencing factors in the cause of illness.

Associate in Applied Science in Nursing

SECTION VI

Survey for Extended Units, Clinical Facilities

Preliminary Survey

Hospitals in Survey

Findings of Survey

Conclusions

Associate in Applied Science in Nursing

SECTION VI

In September, 1964, letters were sent to the following 17 hospitals asking if they would be interested in a preliminary survey toward providing clinical areas for the Associate Degree Program students attending the Milwaukee Institute of Technology:

Hospitals Contacted for Survey

Columbia	St. Luke's
Evangelical Deaconess	St. Mary's
Milwaukee	St. Michael's
Milwaukee Children's	Waukesha Memorial
Misericordia	Milwaukee County
Mt. Sinai	Milwaukee Psychiatric
St. Anthony	West Allis Memorial
St. Frances	Veterans Administration
St. Joseph's	

Response to Survey

All the hospitals responded except Milwaukee and Evangelical Deaconess with the following results:

Yes:	Children's	Milwaukee County
	Misericordia	Milwaukee Psychiatric
	St. Anthony's	West Allis Memorial
	St. Luke's	Veterans Administration
	Waukesha Memorial	
No:	Mt. Sinai	
	St. Joseph's	
	St. Mary's	
Maybe:	Columbia	
	St. Frances	
	St. Michael's	

Mt. Sinai said that possibly at a later date there might be clinical areas that would be available.

Surveys Made

Appointments were made and preliminary surveys were done at the following hospitals by Mrs. Vick, Faculty Counselor; Mrs. Urison, Coordinator of the Associate Degree Program; and other Nursing Faculty:

Misericordia	Milwaukee County General
St. Luke's	Muirdale
Waukesha Memorial	West Allis Memorial
	Veterans Administration

The areas, in each hospital, which were observed or discussed were:

	WEST ALLIS MEMORIAL	COUNTY GENERAL	MISERICORDIA	ST. LUKE'S	WAUKESHA
1. Attitudes					
A. Director of Nurses	Educationally oriented. Promote program.	Educationally oriented. Would like program.	Educationally oriented. Had school of nursing.	Professes to want program. Traditional in ideas.	Not educationally qualified.
B. Administrator	Educationally oriented. Wants program.	On Advisory Committee. In favor of program.	New, no knowledge of nursing program.	May want prestige of program later.	Desires program.
C. Nursing Staff	Apparently interested.	Apparently interested.	Apparently interested.	Questionable.	Do not know.
2. Nursing Service					
A. Nursing Care Plans	Well organized. Functional. Carried through.	Well organized.	Did not observe.	Functional, traditional.	Good.
B. Physical Setup of Nursing Stations.	Excellent.	Above average.	Old building, vary, different areas.	Average. New building in process.	Above average in some areas.
C. Physical Setup of Patient Units	Excellent.	Average to above average.	Old, vary in different areas.	Average.	New units, above average.
D. Professional and Ancillary Staffing Patterns	Average.	Average.	Average.	Average.	Average.
E. Written Job Descriptions and Responsibilities of Nursing and Ancillary Personnel	Some written, others in progress.	Written Civil Service.	Not observed.	Not observed.	Not done.

The areas, in each hospital, which were observed or discussed were:

	WEST ALLIS MEMORIAL	COUNTY GENERAL	MISERICORDIA	ST. LUKE'S	WAUKESHA
2. F. Ongoing Service Program	Excellent.	Above average.	Not apparent.	Not apparent, except limited for practical nursing.	Not observed.
G. Nursing Committee Structure and Participation by Nursing Personnel	Nursing service committees.	Nursing service and school committees.	Not observed.	Limited.	Limited.
3. Hospital, Physical Plant					
A. Size - Accreditation	Accredited. 250+ - 150 to be opened later.	919 General. 1900 Mental.	168	285	280
B. Services, Integrated or Segregated	Segregated.	Segregated.	Segregated.	Segregated.	Segregated.
C. Modern Equipment, Disposables	Very modern.	Average to above average.	Below average.	Traditional-limited.	Above average.
D. Use of Ancillary Departments:					
1. Housekeeping	x	x	xx	x	x
2. Laundry	x	x	x	x	x
3. Kitchens	Modern.	Did not observe.	Average.	Average.	Modern.
4. Central Service	Excellent.	Did not observe.	Limited.	Traditional, few disposables.	Modern.
E. Special Areas					
1. Operating Room	x	x	x	x	x
2. Recovery Room	Excellent.	Excellent.	Limited.	Limited.	---
3. Labor Room and Delivery Room	Modern.	Modern.	Adequate.	Modern.	Modern.

The areas, in each hospital, which were observed or discussed were:

	WEST ALLIS MEMORIAL	COUNTY GENERAL	MISERICORDIA	ST. LUKE'S	WAUKESHA
3. E. 4. Nurseries	Modern.	Modern.	Adequate.	Adequate.	Modern.
5. X-Ray	x	x	x	x	x
6. Laboratories	x	x	x	x	x
7. Emergency Room	Small.	Johnson Emergency.	None.	None.	Average.
8. Clinics	Limited.	Large, excellent.	None.	None.	Limited.
9. Special Diet Kitchens	x	x	x	x	x
10. Isolation Areas	No.	TBC Admission.	No.	No.	No.
11. Physical Therapy	x	x	x	x	x
12. Occupational Therapy	x	x	---	x	---
F. Classroom and Conference Areas	Excellent.	Excellent.	Very limited.	Unavailable.	Limited.
G. Cafeteria	Adequate.	Adequate.	Limited.	Adequate.	Adequate.
H. Locker Space	Adequate.	Adequate.	Limited.	Unavailable.	Adequate.
I. Storage Areas for Equipment	Adequate.	Adequate.	Limited.	Adequate.	Adequate.
4. Patient Care Areas					
A. General Appearance of Areas	Uncluttered, neat, organized.	Slightly cluttered, organized.	Cluttered, rather dim, old equipment.	Cluttered, clean.	Average, construction in progress.
B. Patient Accommodations	Air conditioned, excellent. TV. Bright.	Average, some new equipment.	Average, crowded.	Average.	Average to above average.
C. Medication and Utility Rooms	Adequate.	Adequate.	Adequate.	Adequate.	Adequate.

The areas, in each hospital, which were observed or discussed were:

	WEST ALLIS MEMORIAL	COUNTY GENERAL	MISERICORDIA	ST. LUKE'S	WAUKESHA
4. D. Communication Systems	Patient intercom.	---	---	Patient intercom.	Patient intercom.
E. Waiting or Visitor Areas	Adequate.	Adequate.	Limited.	Adequate.	Adequate.
5. Records and Charts					
A. Kardex and Use	Nursing care plans up to date.	Nursing care plans up to date.	Routine care.	Nursing care plans adequate.	Nursing care adequate.
B. Written Nursing Care Plan	Yes.	Yes.	Routine.	Adequate.	Yes.
C. Written Orders.	Yes.	Yes.	Yes.	Yes.	Yes.
D. Addressograph or IBM System	Yes.	---	---	Yes.	Yes.
E. Type of Charting - By Whom	Professional nurse.	Professional nurse.	Professional nurse.	Professional nurse.	Professional nurse.
F. Medical Records	Yes.	Yes.	Yes.	Yes.	Yes.
G. Procedure Book	Yes.	Yes.	---	Yes.	Yes.
6. Transportation					
A. Public	Adequate.	Adequate.	Good.	Limited, adequate.	Expensive.
B. Parking Areas	Yes.	Yes.	Limited.	Yes.	Yes.

Associate in Applied Science in Nursing

Following the preliminary surveys done by the Nursing Faculty, it was felt that West Allis Memorial Hospital met most of the criteria of a clinical laboratory area. Milwaukee County Hospital and Veterans Hospital will be considered at a later date, as will other agencies, when the student enrollment increases and extra clinical facilities become necessary.

We have requested the Wisconsin Board of Nursing to approve West Allis Memorial Hospital for use as an extended unit for the Associate in Applied Science Degree Program in Nursing at the Milwaukee Institute of Technology.

Specialized areas such as clinics, doctor's offices, nursery schools, mental hospitals, etc., have not as yet been surveyed. This will be done in the near future, or as the needs arise for other health facilities.

Milwaukee Institute of Technology

Associate in Applied Science in Nursing

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Before finalization of plans to establish an Associate Degree Program in Nursing at the Milwaukee Institute of Technology, existing programs were investigated. Information obtained by visits to some sample schools, and discussions with the chairmen of them, answered the question of the feasibility of a nursing program at this school.

These are the people who were contacted:

Dr. Mildred Montag
Teachers College
Columbia University
New York, New York

Dr. Alice Rines
Teachers College
Columbia University
New York, New York

Mrs. Eleanor Tourtilett
Henry Ford Community College
Dearborn, Michigan

Miss Mary Topalis
Fairleigh Dickinson University
Rutherford, New Jersey

Miss Delores Keyser
Flint Community Junior College
Flint, Michigan

Dr. Dorothy White
Rockland Community College
Suffern, New York

Meetings attended included the annual meeting of the Association of Junior Colleges held in Florida in 1964, and a workshop in St. Louis, Missouri in the spring of 1964, concerning associate degree programs in nursing with representatives from twenty-nine schools.